

Vocabulary Lessons

Anita L. Archer, Ph.D.
archerteach@aol.com

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Example 1: Basic Instructional Routine
Unknown word, Known concept

Setting	7th grade language arts Preparation for passage reading
Step 1.	Introduce the word.
<i>Example</i>	(Display the word.) This word is compulsory . What word? <i>Compulsory</i> . Say the word three times. <i>Compulsory, compulsory, compulsory.</i>
Step 2.	Introduce the meaning of the word.
<i>Example</i>	Option #1. Provide a student-friendly explanation. When something is required and you must do it, it is compulsory . If something is required and you must do it, it is _____. <i>Compulsory.</i>
Step 3.	Illustrate with examples.
<i>Example</i>	Coming to school as 7 th graders is compulsory . Stopping at a stop sign is _____. <i>Compulsory.</i> At this school, wearing a uniform is _____. <i>Compulsory.</i>
Step 4.	Check students' understanding.
<i>Example</i>	Option #1. Have students discern between examples and non-examples. Is coming to school in 8 th grade compulsory ? <i>Yes.</i> Ones, tell your partner how you know it is compulsory . <i>It is required.</i> Is going to college at age 25 compulsory ? <i>No.</i> Twos, tell your partner how you know it is not compulsory . <i>It is a choice. It is not required.</i> Option #2. Have students generate their own examples. Many things at this school are compulsory . With your partner, name as many things as you can that are compulsory at this school. Ones, put up your fingers and count the ideas. (Teacher moves around the room and monitors.) Ones, show me with your hands the number of ideas that you and your partner generated. (Teacher monitors). We are going to use Whip Around or Pass. Be ready to tell one thing that is compulsory at this school. (Students quickly give examples.) Option #3. Ask questions that require deep processing of the word's meaning. Many things are compulsory . Why do you think something would be compulsory ? (Provide thinking time.) Ones, then Twos, tell your partner why something might be compulsory . Start with: Something might be compulsory (Teacher monitors and then calls on a number of students to share their ideas.) <i>Something might be compulsory to make people safe. Something might be compulsory for society's higher good.</i>

Example #2
Unknown word, Known Concept.
Connecting to Passage

Setting	8 th grade language arts Preparation for reading a portion of a biography about Harriet Tubman.
Step 1.	Introduce the word.
<i>Example</i>	(Display the word.) This word is elude . What word? <i>Elude</i> . We pronounce it as “ē lūd”. Say the word again. <i>Elude</i> .
Step 2.	Introduce the meaning of the word.
<i>Example</i>	Option #1. Provide a student-friendly explanation. If you avoid someone or escape from them, you elude them. If you avoid someone or escape from them, you _____. <i>Elude them.</i>
Step 3.	Illustrate with examples.
<i>Example</i>	If runaway slaves were able to hide from patrollers who were hunting for them, the slaves were able to elude them. If a convict was able to escape and hide from police officers for 10 years, the convict was able to _____. <i>Elude them.</i> If other players were not able to catch Jason during a game of hide and seek, he was able to _____. <i>Elude them.</i>
Step 4.	Check students’ understanding.
<i>Example</i>	Option #1. Have students discern between examples and non-examples. Please get out your Yes and No cards. I will ask a question. You think. Then, when I say “Show me”, hold up a Yes or No card. If a slave wanted to elude patrollers, would that slave protest slave practices in the market place? Show me. (Students hold up a No card.) Ones, tell your partner why runaway slaves would not protest slave practices in the market place. <i>If they protested slave practices in the market place, they would be noticed and caught.</i> If a slave wanted to elude patrollers, would that slave move only at night and then sleep undercover during the day? Show me. (Students hold up a Yes card.) Twos, tell your partner why a slave would move only at night and sleep undercover during the day. Use the word elude in your explanation. <i>If they moved only at night and slept during the day, they would be able to elude patrollers.</i>


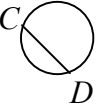
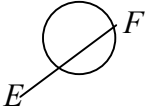
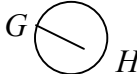
	<p>Option #3. Ask questions that require deep processing of the word's meaning.</p> <p>If you were a slave and you wanted to elude patrollers, would you want to leave in the morning or evening? <i>In the evening.</i> Twos, tell your partner why evening would be better. Start with: If you wanted to elude patrollers, it would be better to leave in the evening because. . . . <i>If you wanted to elude patrollers, it would be better to leave in the evening because it would be dark and the patrollers would be at home sleeping.</i></p> <p>If you were a slave and you wanted to elude patrollers, should you walk down a road or into the forest? <i>Into the forest.</i> Ones, tell your partner why walking into the forest would be better. Start with: If you wanted to elude patrollers, it would be better to walk into the forest because. . . . <i>If you wanted to elude patrollers, it would be better to walk into the forest because you could hide behind tree trunks or under leaves. On the road, you could not hide.</i></p> <p>Think about how the word elude might be used in a passage about Harriet Tubman. (Provide thinking time.) Now talk it over with your partner. <i>When Harriet escaped, she might have eluded people and dogs that were hunting her down. When Harriet helped other slaves escape on the underground railroad, she might have helped them elude patrollers.</i></p>
Extensions	Synonyms: Have students generate synonyms for new word. Allow use of reference materials.
<i>Example</i>	<p>Working with your partner, list words or phrases that are synonyms for elude. You are welcome to use a dictionary or thesaurus.</p> <p>(Students list words and phrases such as: evade, avoid, escape from, run away from, dodge, shake off, break loose, get away.)</p>

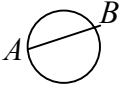
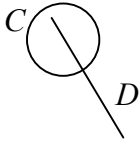


Example 3: Basic Instructional Routine
Unknown word, Known concept
Introduced with Morphographs

Setting	6 ^h grade language arts Introduction of new genre (autobiography)
Step 1.	Introduce the word.
<i>Example</i>	(Display the word.) This word is autobiography . What word? <i>Autobiography</i> .
Step 2.	Introduce the meaning of the word.
<i>Example</i>	Option #2. Analyze the meaning of the word using the morphographs, the meaningful parts of the word. (Teacher underlines biography in autobiography .) We have just finished reading a biography. Ones, tell your partner what a biography is. (Teacher monitors.) Yes, a biography is an account of someone's life that is written by another person. (Teacher circles auto in autobiography .) Auto means <i>self</i> . What does auto mean? <i>Self</i> . So, an autobiography is an account of someone's life that is written by the person himself or herself.
Step 3.	Illustrate with examples.
<i>Example</i>	If I wrote about my life, it would be an _____. <i>Autobiography</i> . If the leader of a country wrote about his or her life, he or she would write an _____. <i>Autobiography</i> .
Step 4.	Check students' understanding.
<i>Example</i>	Option #1. Have students discern between examples and non-examples. Please take out your Yes and No cards. Hold up Yes or No when I say "Show me." Barbara Kramer wrote <i>Michael J. Fox: Courage for Life</i> . Think. Is the book an autobiography ? Show me. (Students hold up a No card.) You are correct. This would not be an autobiography because another person wrote it. Michael J. Fox wrote about his own life in a number of books, including <i>Always Looking Up</i> . Is that book an autobiography ? Show me. (Students hold up a Yes card.) Yes, Michael J. Fox wrote about his own life. Barak Obama wrote about his life in a book called <i>Dreams from My Father</i> . Is the book an autobiography ? Show me. (Students hold up a Yes card.) Ones, tell your partner how you know it was an autobiography . <i>It was</i>

	<p><i>about Obama and written by Obama.</i></p> <p>Garen Thomas wrote <i>Yes We Can</i> about Barak Obama. Is that book an autobiography? Show me. (Students hold up a No card.) Twos, tell your partner how you know it was NOT an autobiography. <i>It was about Obama but was written by someone else.</i></p> <p>Option #3. Ask questions that require deep processing of the word's meaning.</p> <p>There are many reasons that someone might choose to write an autobiography. Think of some reasons. (Pause and allow thinking time.) With your partner, come up with a number of reasons. (Teacher monitors.) Ones, I am going to call on a number of you to report for your partnership.</p>
Extensions	Word Parts: Introduce other words containing the word part.
Example	<p>(Write automobile on the board.)</p> <p>Let's look at other words containing auto.</p> <p>This word is automobile. What word? <i>Automobile</i>. What is another word for automobile? <i>Car</i>.</p> <p>What does auto mean? <i>Self</i>. And, mobile means to move. Why do you think cars were given the name automobiles? Ones, tell your partner your explanation. (Teacher calls on a student.) <i>You can use an automobile to move yourself from place to place, unlike a train, which requires that someone else drives.</i></p> <p>This word is autocrat. What word? <i>Autocrat</i>. An autocrat is a leader of a government. Do you think an autocrat would head a dictatorship or a democracy? Twos, tell your partner. (Teacher monitors and calls on a student.) <i>Since auto means self, I think an autocrat would head a dictatorship where one person had power.</i></p> <p>This word is autograft. What word? <i>Autograft</i>. If a person was in a fire and some skin was burned, that person might need a graft where new tissue would be placed over the burned area. If the person got an autograft, where would the skin come from? Tell your partner. (Teacher calls on a student.) <i>From another part of the person's own body. For example, if they had a burn on their arm, skin might be taken from their leg to form an autograft.</i></p> <p>(Show autograph.) What word? <i>autograph</i> Think about the meaning of auto. If I wrote down your name, would that be an autograph? Ones, tell your partner. (Teacher calls on a student.) <i>No, because auto means self, I would have to write the name myself.</i> If you wrote down your name, would it be an autograph? Twos, tell your partner. (Teacher calls on a student.) <i>Yes, because auto means self, I would write the signature myself.</i></p>

Example #4
Unknown Word, Unknown Concept

Setting	8 th grade geometry – Vocabulary Instruction	
Step 1.	Introduce the word.	
<i>Example</i>	(Display the word.) This word is chord . What word? <i>Chord</i> .	
Step 2.	Introduce the meaning of the word.	
<i>Example</i>	<p>Option #3. Have students locate the definition in the glossary or text and break the definition into the critical attributes or parts OR tell students the critical attributes.</p> <p>Please locate the word chord in the glossary. (Teacher monitors.) Read the definition with me: <i>A chord is a line segment whose endpoints lie on a circle.</i></p> <p>Record the word chord in your vocabulary log. (Teacher monitors.) Let's break the definition into the critical attributes. First, a chord is a _____. <i>Line segment</i>. Next, we know that a line segment is straight. Finally, the endpoints of the line segment lie on a _____. <i>Circle</i>. Please list the three critical attributes under the word.</p> <p>(Students' logs would be similar to this:</p> <div style="margin-left: 40px;"> chord <ul style="list-style-type: none"> • line segment • line is straight • endpoints lie on circle) </div>	
Step 3.	Illustrate with examples and non-examples.	
<i>Example</i>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> A  B </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> C  D </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> E  F </div> <div style="display: flex; align-items: center;"> G  H </div> </div>	<p>The line segment AB is a chord. It is a line segment, a straight line with two end points, and the endpoints lie on a circle.</p> <p>The line segment CD is a chord. It is a line segment and its two end points lie on a circle.</p> <p>The line segment EF is NOT a chord because endpoint E is not on the circle.</p> <p>The line segment GH is NOT a chord because only endpoint G lies on the circle.</p>

Step 4.	Check students' understanding.
<i>Example</i>	<p>Option #1. Have students discern between examples and non-examples.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div> <p>Is AB a chord? <i>Yes</i> Ones, explain to your partner why AB is a chord. <i>AB is a line segment with its endpoints on the circle.</i></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  </div> <div> <p>Is CD a chord? <i>No</i> Twos, explain to your partner why CD is not a chord. <i>The endpoints of CD are not on the circle.</i></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  </div> <div> <p>Is EF a chord? <i>No</i> Twos, explain why EF is not a chord. <i>EF is not a line segment. A line segment is straight.</i></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  </div> <div> <p>Is GH a chord? <i>Yes</i> Ones, explain why GH is a chord. <i>GH is a line segment. Its endpoints are on the circle.</i></p> </div> </div>
Step 4.	Check students' understanding.
<i>Example</i>	<p>Option #2. Have students generate examples and non-examples.</p> <p>Please take out your slates.</p> <p>Draw a circle on your slate. Add three chords. Label them AB, CD, and EF. (Teacher monitors as students draw a circle with three chords.)</p> <p>Please check your partner's drawing. Be sure that all three lines are chords. (Teacher continues to monitor.)</p> <p>Hold up your slates. (Teacher examines slates.)</p> <p>Eraser. Draw a new circle on your slate. Draw three new lines that are NOT chords. Label the lines AB, CD, and EF. (Teacher monitors as students draw three lines that are not chords.)</p> <p>Everyone, hold up your slates. (Teacher examines slates.)</p> <p>Ones, explain to your partner why each of your lines is NOT a chord.</p> <p>Twos, explain to your partner why each of your lines is NOT a chord.</p>
Extensions	Polysemous Words: When the word is a polysemous word, introduce other familiar uses of the word.
<i>Example</i>	<p>The word chord has another meaning that you may have heard in the past. In music, it is a group of three or more notes that are sounded together. For example, if you were playing piano, you might play three notes with the same hand at the same time. The group of notes would be a _____. <i>Chord.</i></p> <p>On a guitar, the musician might press three fingers onto three different strings on the neck of the guitar to create a _____. <i>Chord.</i></p>

Example 6
Unknown words/Known concepts
Related words

Setting	8th grade language arts class for English Language Learners Preparation for reading <i>Teammates</i> by Peter Golenbock, a selection in High Point Encore Reading (Hampton-Brown)
Introduction	<p>Displayed on screen:</p> <p style="padding-left: 40px;">mean</p> <ul style="list-style-type: none"> • humiliate (v) • intimidate (v) • hostility (n) • cruel (adj) • abuse (v and n) <p>We are going to read a passage called <i>Teammates</i>. It is the story of Jackie Robinson, the first black man to play major league baseball. Jackie played in a separate league for black players but was then asked to join the Brooklyn Dodgers, a team with all white players. Many of the players and the fans did not want a black player on the Dodgers. In fact, many of them were very mean to Jackie Robinson. Before we read the story, we are going to learn some vocabulary words that go with the word mean.</p>
Step 1.	Introduce the word.
Example	<p>(Teacher points to humiliate.)</p> <p>This word is humiliate. What word? <i>Humiliate</i>.</p> <p>Say humiliate three times. <i>Humiliate, humiliate, humiliate</i>.</p> <p>Humiliate is an action word, a verb.</p>
Step 2.	Introduce the meaning of the word.
Example	<p>Option #1. Provide a student-friendly explanation.</p> <p>When someone says or does something to make you feel embarrassed or stupid, they humiliate you. If someone says or does something to make you feel embarrassed or stupid, they _____. <i>Humiliate you.</i></p>
Step 3.	Illustrate with examples.
Example	<p>Fans shouted very mean things at Jackie. They humiliated him.</p> <p>Fans threw food on Jackie's uniform to embarrass him. They _____. <i>Humiliated him.</i></p> <p>In hopes of making Jackie feel stupid, fans yelled things like, "You couldn't hit a barn." "You should play last base." They _____. <i>Humiliated him.</i></p>
Step 4.	Check students' understanding.

<i>Example</i>	<p>Option #3. Ask questions that require deep processing of the word's meaning.</p> <p>If you saw a friend being humiliated by someone, what action could you take to make your friend feel better? Think. (Pause.) Tell your partner, what you might do. Start your answer with this sentence starter: If I saw a friend being humiliated, I would . . . (Display sentence starter on screen.) (Teacher monitors and calls on a number of students.)</p>
Extensions	<p>Word Family: Using a connected story, introduce other words in the same "word family."</p>
<i>Example</i>	<p>Display on the overhead:</p> <ul style="list-style-type: none"> • humiliate (v) • humiliated (v) • humiliated (adj) • humiliation (n) <p>These are words related to humiliate. I will say the word and you repeat it. humiliate <i>humiliate</i> humiliated <i>humiliated</i> humiliated <i>humiliated</i> humiliation <i>humiliation</i></p> <p>I will tell you a story. When I point to the word, finish the sentence. Jason told Marco, his little brother, that he was stupid. Jason tried to _____ <i>humiliate</i> his little brother. Every day, Jason laughed at what Marco wore to school. Jason _____ <i>humiliated</i> Marco. Marco began to feel stupid and embarrassed. He was _____. <i>Humiliated</i>. Over time, Marco grew taller and stronger than Jason. The _____ <i>humiliation</i> ended.</p> <p>(Repeat instruction for remaining words on the list.)</p>

Example 7
Unknown word/Unknown concept
Guided Analysis of Examples and Non-examples

Setting	6 rd grade Social Studies Preparation for reading a chapter on the production and distribution of goods
	Today we are going to read the next chapter in our unit on the production and distribution of goods. The BIG concept that we are going to study is called free enterprise .
Step 1.	Introduce the word.
<i>Example</i>	(Display the term.) Our big concept is free enterprise . What term? <i>Free enterprise</i> .
Step 2.	Introduce the meaning of the word.
<i>Example</i>	<p>Option #1. Provide a student-friendly explanation. In the United States, instead of the government owning every business, an individual has the freedom to own and operate their own business with very little government interference or control. Maybe an individual wants to have a dry cleaning store or a restaurant or a medical office. An American has the freedom to start any business, set their own prices, and try to earn profit as long as what they are selling is legal. This is called free enterprise. Please record the term in your journal.</p> <p>Option #3. Have students locate the definition in the glossary or text and break the definition into the crucial attributes or parts OR tell students the critical attributes. Find the term free enterprise in the glossary. (Teacher monitors.) Read the definition with me. <i>The freedom to start a business to make or sell any legal product or service for a profit with minimal government regulation.</i> Let's break the definition down into parts. As we proceed, record the parts in your journal under the term free enterprise. First, free enterprise represents a freedom...we get to choose to start a business if we wish. It can be a business to make or sell any product or service as long as it is legal. Even under a free enterprise system, selling drugs would be illegal. In addition, the business owner can make a profit. Of course, the business owner is not guaranteed a profit, but the owner does have the right to try to make money. Finally, the government cannot tell the business owner how to operate the business or what business to start, what product to make, or what service to provide unless the government needs to protect the larger society. So, minimal government regulation.</p>

	<p>(The students' journals have this entry:</p> <p><i>Free enterprise</i></p> <ul style="list-style-type: none"> • <i>freedom</i> • <i>to start a business</i> • <i>to make or sell a legal product or service</i> • <i>for a profit</i> • <i>with minimal government regulation</i>
Step 3.	Illustrate with examples and non-examples.
<i>Example</i>	<p>While working in a shoe store, Mr. Hooper saved up money. He decided to use his money to open his own shoe store across town. After four years, he finally made a little profit. This is an example of free enterprise because Mr. Hooper had the freedom to start a business to sell shoes, a legal business. He had the freedom to try to earn a profit.</p> <p>Mr. Martin was working in a factory. The government told him that he must run a small grocery store in the community owned by the government. He must turn over all profits to the government. This is NOT free enterprise. Mr. Martin did not have the freedom to choose or own the business or to make any money from the store.</p>
Step 4.	Check students' understanding.
<i>Example</i>	<p>Option #1. Have students discern between examples and non-examples when given teacher guidance in the analysis.</p> <p>Listen to this story. Ms. Jackson decided to open up her own jewelry store specializing in pearls. At first, the store was just a kiosk at the mall, but she was so successful that later she rented a space in the mall. Let's see if this is an example of free enterprise. Did Ms. Jackson have the freedom to choose or own the business? <i>Yes</i>. Was she allowed to make a profit? <i>Yes</i>. So, was this an example of free enterprise? <i>Yes</i>.</p> <p>Listen to this story. Ms. Inaba wanted to open a small Japanese noodle house, but the government said that she could only open a fruit juice stand, all profits would go to the government, and the government would pay her a small salary for her work. Did Ms. Inaba have the freedom to choose or own the business? <i>No</i>. Did Ms. Inaba have the freedom to make a profit from the business? <i>No</i>. Was this free enterprise? <i>No</i>.</p> <p>Option #1. Have students discern between examples and non-examples.</p> <p>Listen to our next story. Mr. and Mrs. Nakamura studied to become doctors. After finishing medical school, they decided to return to their hometown of Cloverdale to make a living with their own medical practice. Is this an example of free enterprise? <i>Yes</i>. Ones, tell your partner how you knew this was free enterprise.</p>

	<p>Listen to this story. Mr. and Mrs. Carter both became doctors. After medical school, they returned to their hometown of Rosewood and took jobs at a local health clinic that was owned by the government. The government paid each of them a good salary. Is this an example of free enterprise? <i>No</i>. Twos, tell your partner why this is NOT an example of free enterprise.</p>
Extensions	Antonyms: Introduce or have students generate antonyms (opposite meaning) for the word.
<i>Example</i>	<p>In this second story, the Carters aren't involved in free enterprise but rather a state-owned business that is run by government employees. The business is regulated by the government and the profits go to the government.</p>

Example 8
Unknown word/Unknown concept
Concept Map

Concept:	
Analysis of word:	
Part of Speech:	
Critical Attributes: <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	
Examples	Non-Examples
Associations:	Synonyms:
Members of Word Family	
Your Sentence	

Completed Concept Map

Concept: <i>genocide</i>	
Analysis of word: <i>genos</i> = race or tribe (Greek) <i>cide</i> = killing (Latin)	
Part of Speech: <i>noun</i>	
Critical Attributes: <ul style="list-style-type: none"> • <i>deliberate</i> • <i>systematic</i> • <i>destruction</i> • <i>of a group of people (in whole or part)</i> • <i>based on a specific characteristic (e.g., ethnicity, race, nationality, religion)</i> 	
Examples	Non-Examples
<i>Holocaust in WWII – killing of Jews</i>	<i>Killing of German and American troops in WWII</i>
<i>1994 – Killing of Tutsis by Hutus in Rwanda (Africa)</i>	<i>2004 – 168,000 killed in Indonesia tsunami</i>
Associations: <i>suicide</i> <i>infanticide</i> <i>homicide</i> <i>insecticide</i> <i>pesticide</i>	Synonyms: <i>Mass murder, massacre, annihilation, extermination, elimination, ethnic cleansing</i>
Members of Word Family <i>genocidal (adj.)</i>	
Your Sentence <i>During World War II, genocide occurred when the German government under Hitler killed millions of Jews.</i>	

Setting	<p>11th grade Global Studies Introduction to unit on Genocide</p> <p>(Teacher distributes concept map.) Today, we are going to begin a unit on genocide. When the German government during World War II killed millions of Jews in an attempt to get rid of every Jew, the German government committed genocide.</p>
Step 1.	Introduce the word.
<i>Example</i>	<p>(Display the graphic organizer transparency on the overhead.) The BIG concept for this unit is genocide. (Teacher writes in the word genocide on the transparency.) The word genocide is a noun. Please fill in the concept map as we proceed.</p>
Step 2.	Introduce the meaning of the word.
<i>Example</i>	<p>Option #2. Analyze the meaning of the word using the morphographs, the meaningful parts of the word.</p> <p>Underline the two meaningful parts of the word genocide. (Teacher writes genos and cide on the transparency.) Genos is a Greek word that means race or tribe. Cide in Latin means killing. (Teacher records on transparency.) Thus, genocide can mean the killing of a race.</p> <p>Option #3. Have students locate the definition in the glossary or text and break the definition into the critical attributes or parts OR tell students the critical attributes.</p> <p>(The teacher fills in the concept map as each attribute is introduced.) Let's explore the meaning of genocide. First, genocide is a deliberate act. The killing of the people is not random...it is intentional. It is <u>deliberate</u>. Next, it is <u>systematic</u>. The people that commit genocide have a plan that they carry out systematically. Next, genocide refers to the <u>destruction</u>, the killing, of a <u>group of people</u>. The destruction may be to the whole group or a part of the group. And finally, the destruction of the group is based on a <u>specific characteristic</u> such as the ethnicity of the people, their race, their nationality, or their religion. Please be sure that you have filled in all of the critical attributes. (Teacher monitors.) Ones, pretend that your partner was not in class today. Explain genocide.</p>
Step 3.	Illustrate with examples and non-examples.
<i>Example</i>	<p>You are already familiar with genocide of the Jews by the German government led by Adolf Hitler during World War II. Those actions are considered genocide because they were _____ (Teacher points to attribute.) <i>deliberate</i> and <i>systematic</i> With the goal being the _____ <i>destruction</i> of a group of people based on a specific _____ <i>characteristic</i> in this case, religion. Please make a note of this example on</p>

	<p>your Concept Map. (Teacher monitors.)</p> <p>During the same war, many German soldiers and many American soldiers were killed in battle. Even though thousands were killed, this is not considered genocide because the purpose was to win a war, NOT to destroy a group of people based on some characteristic. Make a note of this non-example.</p>
Step 4.	Check students' understanding.
Example	<p>Option #1. Have students discern between examples and non-examples. Get ready to tell me if this is an example of genocide. In 1994, the Hutus, an ethnic group in Rwanda in Africa, initiated a plan to kill all members of another ethnic group in Rwanda, the Tutsis. It is estimated that in a very short period of time, 800,000 Tutsis were killed. Would this be an example of genocide? <i>Yes.</i> Twos, tell your partner how you knew that this was genocide. (Teacher monitors.) You said that the killing of the Tutsis was both deliberate and _____. <i>Systematic.</i> And that the destruction of the Tutsis was based on a specific _____. <i>Characteristic.</i> In this case, ethnicity. Please add this example to your concept map.</p> <p>In 2004, a huge tsunami hit Indonesia. 168,000 people died. Would this be an example of genocide? <i>No.</i> Ones, tell your partner how you knew that this was NOT genocide. (Teacher monitors.) Excellent explanations. You said that there was no deliberate, systematic plan to kill a group of people. Here the tsunami was an act of nature. Add this non-example.</p>
Extensions	Word Parts: Introduce other words containing the word part.
Example	<p>One part of the word genocide is cide. Numerous words contain cide and refer to killing. For example, <u>suicide</u> and <u>insecticide</u>. With your partner, think of other words containing cide and add them to your concept map. You may use reference materials. (Teacher monitors and then calls on students.) <i>Pesticide, infanticide, homicide, herbicide, bactericide, rodenticide.</i></p>
Extensions	Synonyms: Have students generate synonyms for new word. Allow use of reference materials.
Example	<p>While there is not a perfect synonym for genocide, there are a number of words that are fairly close. With your partner, generate a list of synonyms and record them on your concept map. Again, reference materials can be used. (Teacher monitors and then calls on students.) <i>Mass murder, massacre, annihilation, extermination, ethnic cleansing.</i></p>
Extensions	Word Family: Using a connected story, introduce other words in the same "word family."

Example	Find the cell labeled “members of word family.” The only other word in the family is genocidal , an adjective. When committing genocide, people carry out genocidal acts such as starving or working others to death. Record genocidal on your concept map.
Extensions	Semantic Mapping. Have students generate a list of words that they associate with the concept. Next, have them categorize the words. Semantic mapping can be done individually, in pairs, or in cooperative teams.
Example	<p>We have been studying genocide for the past four weeks. You are going to have three minutes to write down any words that come to mind when you hear the word genocide. For example, I immediately think of these words: death, extermination, religion, Cambodia. (Teacher lists on overhead transparency.) Please begin. (Teacher moves around the room, writing down students’ words and their names on the transparency.) Read your list to your partner. Ones, then Twos. (Teacher continues to record students’ ideas and names.) Let’s look at ideas of your classmates. (Teacher and students read the list of words on the overhead.)</p> <p>Now, please join up with your cooperative team. Select a recorder. (Pause.) Recorders, write the word genocide in the center of your group’s poster. (Teacher models on overhead.) Each of you has a list of words. You are going to group your words into categories. Your first team job is to come up with categories. My turn first. My first word was death. A category might be Results of Genocide. (Teacher adds categories on overhead.) Extermination could also go under that category. My next word was religion. I am going to have the category Characteristics of Group.</p> <p>With your team come up with your own categories. Don’t record any of your words yet. (Teacher monitors, calls on recorders to report their categories, and adds categories to transparency.)</p> <p>Now you have your categories. Go around your team. Each person say a word on your list and the corresponding category. Recorders add to your chart. Continue until I say stop. (Teacher monitors. See Semantic Map of one group below.</p>

